

DOCUMENT RESUME

ED 097 526

CE 002 297

TITLE Unique Values of Cooperative Office Work Experience.
Bulletin No. 202.

INSTITUTION New York State Education Dept., Albany. Bureau of
Business Education.

PUB DATE Mar 74

NOTE 52p.

EDRS PRICE MF-\$0.75 HC-\$3.15 PLUS POSTAGE

DESCRIPTORS *Business Education; Clerical Workers; *Cooperative
Education; *Cooperative Programs; Office Occupations;
*Office Occupations Education; Office Practice;
Planning; Program Development; School Industry
Relationship; Secondary Grades; *Work Experience
Programs

IDENTIFIERS New York

ABSTRACT

The bulletin defines cooperative office work experience as an educational program, involving a working relationship between the school and the employer, which prepares students for selected office occupations. The benefits of providing work experience for students while still in high school and suggestions for implementing such programs are outlined. The greater part of the document consists of an overview of cooperative office education programs in selected school systems in New York State, with comments from the standpoint of students, businessmen, and teacher-coordinators. The programs described in detail are: cooperative work study in the Syracuse Public Schools; cooperative education in New York City; office skills at Newburgh Free Academy, Kingston High School, and Patchogue-Medford High School; work experience at the Rockland Area Occupational Center, the Greece Central School District, and Northport High School in cooperation with the Veterans Administration Hospital. Advice on the development of a training agreement and training plan, and details concerning employment regulations conclude the bulletin. (NH)

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BULLETIN NO. 202



UNIQUE VALUES OF
COOPERATIVE OFFICE WORK EXPERIENCE

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Business Education
Albany, New York 12210

March 1974

CE 002 297

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INTRODUCTION

Cooperative office work experience as used in this publication describes an educational program involving a working relationship between the school and the employer which prepares students for selected office occupations.

Cooperative work experience provides students with an opportunity to combine in-school instruction and on-the-job office employment. This training usually occurs in the final year of the student's high school program, although it may occur as part of a 2-year experience. Typically, the student spends one-half day in school and the other half day on the job.

The necessity and value of cooperative vocational education programs, as compared to other methods of instruction, have not been proved by research. However, reported experience and several research studies spanning three-quarters of a century have revealed that high quality cooperative work experience programs extend and improve the learning environment for participating students. Cooperative work experience provides experiences that prepare students for occupational flexibility and mobility. The individual attention by teacher-coordinator and employer helps the student build self-identity and confidence as a worker. Other methods of instruction seldom provide students with as many opportunities to test personal abilities in work atmosphere.

The Teacher-Coordinator

In large school systems, a coordinator may be employed full time to carry out the duties of placing and supervising students on the job and providing feedback to teachers of the related courses. In smaller school districts, a teacher may serve as a part-time coordinator, providing also the in-class related instruction to participating students.

The coordinator or teacher-coordinator who directs the work experience program is a key staff member. He must be able to counsel students, place students in training stations, help students adjust to the work experience, consult with parents, improve the learning environment at the training station, correlate instruction with on-the-job training, help students with personal adjustment, and relate with the public.

Office Simulation

An alternative to on-the-job cooperative work experience is what is currently described as office simulation. An office simulation attempts to replicate in the classroom many of the characteristics of a functioning office. Work flow, interdependent work stations, and human interchange are all part of the simulated setting. Office

simulation is recommended as a substitute for actual work experience in areas of the State where cooperative education is not feasible.

Directed Work Experience

Still another alternative for providing students with work experience is to schedule work situations within the school. These experiences are usually arranged with selected teachers or offices within the school where students can obtain a varied job experience. Directed work experience is often arranged as part of the learning activities of such advanced classes as Office Practice and Secretarial Practice and without additional course credit.

Importance of Feedback

Teacher feedback is an important ingredient in any work experience. The classroom teacher should arrange student evaluation so both the student and teacher are able to remedy and correct shortcomings identified in the work setting.

The remaining portion of this publication presents an overview of cooperative office education as it is functioning in selected school systems of the State. Perspectives on cooperative education are given from the standpoint of students, businessmen, and teacher-coordinators.

Some suggested forms are supplied as part of the publication. School administrators and business teachers who wish to obtain additional information on work experience programs in office education are invited to write to the Bureau of Business Education, State Education Department, 99 Washington Avenue, Albany, N.Y. 12210.

Hobart H. Conover, Chief
Bureau of Business Education

Robert H. Bielefeld, Director
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Education Instruction

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Cooperative Work Study

The Barometer of Business Education

Robert C. Allen, Supervisor
Business and Distributive Education
Syracuse Public Schools

Today's educational systems are by far more complex and better designed than their predecessors of even 10 years ago. Yet, when the taxpayer complains that his school taxes are too high and his kids don't seem any smarter, we often can't demonstrate to him how his son or daughter is any better prepared for the outside world. This revolves around a new term used in education but often feared by educators, ACCOUNTABILITY. How do we measure the degree of preparedness of our graduates?

Business education in the City of Syracuse may not have all the answers, but we do have an advantage over most other disciplines. The primary measure of the success of our office training is the ability of our students to meet entry-level requirements of local businesses upon completion of our programs. For this to happen, a school system must have a close working relationship with the business community.

Necessary contacts are maintained by our staff through a well organized and functioning cooperative work experience program in office occupations. This is the 20th year in which our students have prepared realistically for entry-level jobs by working part time with local businesses while completing their formal education. This not only allows our students to earn money while attending school, but of equal importance, the school/business tie keeps our educational objectives compatible with community requirements. We are forced to update our curriculum regularly for all business students so that work experience students and graduates are qualified for entry-level positions.

The Syracuse program serves our four city high schools. Because of the built-in complexity, one person coordinates work study for the entire city. Our coordinator is a former business education teacher in Syracuse who, alone, contacts the local business community on behalf of all the schools. As a result, we avoid duplication of services and the inherent aggravation of businessmen that would result if each school were to initiate its own contacts.

Ongoing Program

The regular phase of our program annually involves approximately 150 junior and senior students from our high schools. These students are employed by 50 different business organizations that employ from one to five part-time students. In general, students work about 20

hours per week in a wide range of course-related, office positions. Students who complete a minimum of 300 hours during the year receive one unit of credit toward graduation.

At the beginning of each school year, our city coordinator visits each of the office education classes and has the students fill out registration forms that can be used as a reference as jobs become available. The information on these forms includes the student's home address, past and present business courses, and current schedule.

Throughout the year, the coordinator receives job requests from past employers and visits large numbers of nonparticipating businesses to explain the program. Upon locating a possible job station, she utilizes the registration forms to identify the most likely candidates. Then she confers with the student's teachers and the student to determine whether the student should be sent for a job interview. After initial selections are made, several students are usually sent to the employer for a final selection.

Throughout the year, visits are made to the students on the job, and their progress is discussed with the employers. This is probably the most essential segment of our coordination. The input provided by the local businessmen enables us to verify our curriculum offerings and to modify them where necessary.

Program for Disadvantaged

In addition to our regular program, we have participated in a special work study program with three large Central New York businesses during the past 4 years. This program provides office training for junior and senior level students who are considered disadvantaged and have not yet obtained any marketable job skills in school. Success has been contingent upon the strong commitment that the local firms, Mutual of New York, Niagara Mohawk, and Lincoln Bank, have given to the program. Without their willingness to work constructively with these needy students at the job site, the program would be of little value.

A full-time business teacher is employed to work with these students. Currently, the program can accommodate 50 students who fill 25 full-time positions at the above mentioned firms. Half of the students report directly to work each morning while the other half attend school. At midday, the students reverse positions.

While in school, the students usually take two periods of office education and devote two additional periods to English and Social Studies, which are necessary for graduation. The components of the office education classes are determined by the teacher. Since each student coming to the program may be at a different education level, the teacher must plan the students' activities according to apparent needs and capabilities. Thus, some students may be concentrating on beginning typewriting, some on shorthand, or others on recordkeeping instruction.

The employers place the students in jobs that are within their ability range and train these students in the practical aspects of their

educational activities. Since each full-time job is filled by two students, on-the-spot supervision is crucial. Our office occupations coordinator devotes a large part of her working week visiting the work sites and coordinating job activities with classroom instruction.

Students are selected for the program during the spring semester by the guidance counselor assigned to the program and the New York State Employment counselor working with the school. Each incoming student works full time for 5 weeks during the summer to become oriented to the requirements of the business world. This not only initiates the students, but allows some to drop out of the program before school begins if they decide this isn't for them. During the course of the year, each participant works for at least two departments at his job location under the supervision of different persons. This allows students to receive a broader and more realistic orientation to a business office.

In the 3 years since the inception of the program, more than two-thirds of the participants have received cooperative work study credit, and more than half have been offered full-time positions with the firms following graduation. We are certain that far fewer of these students would have obtained any meaningful skills in high school, let alone substantial job offers following graduation.

Viewpoint by a Participating Company

The following are some thoughts of Herbert Williams, Assistant Supervisor of Employment for Niagara Mohawk Power Corporation, who works closely with the program:

"This is my second year administering the program for Niagara Mohawk. Last year's program was very successful. All but one of the students worked out so well that many of them were retained as regular employees.

"Our co-op program is a significant part of our Affirmative Action Program. It is designed to give minority students, who are potential drop-outs, employment and on-the-job experiences which would stimulate them and provide the impetus needed to gain their diplomas.

"The program serves the intended purpose very well. It does appear to motivate students to stay in school; and the income it provides, linked with the possibility of an even greater income after completing their education, provides a much needed stay-in-school motivation."

Conclusion

The overall office occupations work study program in Syracuse has served as a guiding light to our business education program. There is no substitute for job experience, and we intend to keep this experience element an integral part of business education in the future.

The Cooperative Education Program in New York City

Renee C. Sherline, Director
Cooperative Education Bureau
New York City

Many of the current trends in secondary education which seek to provide young people with meaningful and productive educational experiences beyond the traditional classroom setting have long been exemplified in the program of cooperative education in New York City. The Cooperative Education program remains the best established, most effective way of helping girls and boys to earn while they learn and to develop into a responsible, desirable corps of personnel upon which industry can draw in filling the many vacancies that exist in their organizations. The program has been based on the following premises:

- that students learn effectively through doing, and that theoretical instruction is best reinforced through practical experience on the job.
- that young people mature as they are given opportunities to accept responsibility and to achieve status and dignity in the world of work.
- that career orientation and preparation should be a significant component of secondary education.
- that the schools and the community should act as partners in the education of our youth.

During these 58 years, but especially during the past 5 years, cooperative education has expanded to an enrollment of over 7,000 students in 83 of the city's 93 public high schools. Practically every career-related area of instruction is represented in the cooperative program: office occupations, distributive education, health services, crafts, trades, and technical skills. "Co-ops" are employed in more than 300 business organizations, both large and small, including the city's leading banks, utilities, insurance companies, and retailing establishments. The municipal government of New York City is itself a major employer of cooperative trainees. For the past 3 years, the annual earnings of "Co-ops" have topped 10 million dollars. These figures testify to the strength of the program but give no evidence of its educational value. Its function as a medium of secondary education is fulfilled through carefully planned procedures and an organization tailored to serve its goals. The account of these which follows will focus only on the business-oriented cooperative programs. The courses in other career areas are parallel in their nature and outcomes.

Organization of the Program

The three foundation stones of New York City's cooperative education program are the local school coordinator, the Cooperative Education Bureau at the central Board of Education, and the employer. The core of the program's service to students is the coordination of the functions of all three.

1. The cooperative coordinator in each high school is an occupational teacher who is selected by the principal. The coordinator recruits and screens student enrollees in the program; prepares them for employment; refers and recommends them to the central office of job placement; provides ongoing supervision and guidance; provides liaison with the school faculty; and together with the staff of the central Bureau, makes periodic supervisory visits to job sites.

A Cooperative Coordinator's Manual, issued by the Cooperative Education Bureau, details uniform procedures and suggests effective methods of discharging these responsibilities. A Manual for Employers serves a similar function for the participating employers, and a Handbook for Students outlines the student's responsibilities when joining the program.

2. The Cooperative Education Bureau, headed by the Director of Cooperative Education, maintains a staff of coordinators and job developers. The Bureau is responsible: for obtaining job openings; for interviewing students referred by the school coordinators and placing them in appropriate jobs; for on-going contact with employers; for arranging supervisory visits to industry; for evaluative studies of the program; for recommending new and innovative programs; for liaison between the cooperative education program and the business community as well as the community at large.
3. The employer of cooperative trainees screens "co-op" job applicants in accordance with the firm's normal hiring practices. The employer reports weekly on the "co-op's" work attendance and performance on a form provided for this purpose and rates the student twice yearly. Students receive academic credit for the work performed in industry. Cooperative workers are paid prevailing wages for the job category.

By agreement with the Board of Education, the employer terminates the employment of any cooperative workers who leave school prior to graduation. The employer has the option of offering full-time employment to cooperatives upon their graduation. Follow-up studies have shown that over the years large numbers of cooperative graduates have remained with the employers who trained them and have earned substantial promotions. Many combine employment with postsecondary education under tuition refund plans. The Cooperative Education Bureau issues an Employer's Manual, outlining employers' legitimate expectations, their responsibilities, and suggested procedures in cooperative employment.

A significant element in the long-term success and growth of the program is the support and guidance it receives from the Cooperative Education Advisory Commission. The Commission's members are drawn from the policy-making levels of business, industry, organized labor, and public agencies. Through its efforts, the rewards of cooperative education to the student, the employer, and the public are repeatedly brought to the attention of potential employers and of educational budget-makers. The Commission can take a substantial share of credit for the program's record in weathering the ups and downs of the business cycle.

Operation of the Program

1. Students must be at least 16 years of age and in the junior or senior year of high school. They must maintain a satisfactory record both at work and in school while in the cooperative program. A Student's Handbook, issued by the Cooperative Education Bureau, spells out their responsibilities and the means by which they can achieve success and satisfaction. The local high school organizes separate classes for the alternate-week cooperatives. Each group has, thus, a sequential 10-week course every semester. Students take double periods of English and Social Studies, and single or double periods of their job-related occupational subjects. Students in the part-time daily program also receive academic credit for work experience.

Teachers of cooperative students note the stimulation brought to the classroom by students who have had contact with the world of work. Often they report on new developments and new procedures used in business. The school coordinator also informs other recitation teachers of current business practices and standards, as well as notifying teachers of students' weaknesses on the job which may be remedied by classroom instruction. This two-way reinforcement is a key feature of cooperative education.

2. Work schedules vary according to the needs of employers and students.
 - a. The alternate-week schedule is followed by most cooperatives in the business field. The student works a full week, then attends school a full week. The employer engages a pair of "co-ops" (A and B) who alternate on the job so that it is covered continuously. During the summer vacation, each "co-op" works for 5 successive weeks.
 - b. On the part-time daily schedule, students work a minimum of 15 hours weekly, before or after school. Their school programs are adjusted accordingly. This schedule is followed by a lesser number of "co-ops" because of the travel time required to reach most major business sites in New York City.

- c. Seven and 9-week cycles have been introduced recently to accommodate students from schools which are experimenting with cyclical in place of semester scheduling. These students work and attend school on a 7 or 9-week rotation plan. This departure is experimental and must await evaluation.

Evaluation of the Program

The Cooperative Education Bureau conducts continuous evaluative studies. Students' attendance and school achievement are regularly reported and analyzed. Follow-up questionnaires are sent to graduates annually, and employers are canvassed periodically. Other studies have been conducted by the Commerce and Industry Association, by New York University, and by the Board of Education's Bureau of Research and Statistics. All results have pointed to significant improvement in students' attitudes, behavior, and achievement as a consequence of their experience in the cooperative program.

A few statistics: The dropout rate for cooperative students is less than 5 percent, compared with 30 percent for the entire high school population. School attendance improves significantly (in some schools as much as 40 percent) after students enter the cooperative course, as does achievement. Follow-up studies of the graduates of June 1972 indicate that 85.3 percent were either working full time or combining work with higher education.

Employers have repeatedly expressed enthusiasm for the program. Cooperative trainees, under the dual influence of the job and the school, are superior to other entry workers in attitude, reliability, and performance. The employer's investment in training "pays off" especially when upon graduation, a full-time worker is ready to assume a more responsible job. Beyond the dollars and cents rewards, the major employers of the city recognize that they are making a real contribution to the future of the community.

Some Projections for the Future

Depending on available funding and on the cooperation of employers, the Cooperative Education Bureau looks forward to multiplying student enrollment and to serving an even broader range of students. Only a very few possibilities can be touched on here. One is provision of work experience for students who are majoring in the traditional academic disciplines. Another is extension of work experience to pupils in lower grades, where disaffection most often occurs. A third is the introduction of pre-cooperative classes in the tenth grade to prepare students for job readiness. The challenges are limitless, and cooperative education's resources for meeting the needs of today's youth have barely been tapped.

Work Experience in Office Skills at

Newburgh Free Academy

Jane Stryker, Coordinator
Newburgh Free Academy

Background and Development

The work experience program in the office skills got its impetus in Newburgh approximately 10 years ago when a business teacher was given one period during the school day for supervision and 1 month the following summer for organization. No more than 10 students were involved at that time, and all were secretarial students.

The work that summer proved to be the most profitable single factor in laying the groundwork for a successful program. The time was used by the coordinator to visit concerns in the community to learn where part-time workers could be used, the skills required, and whether the particular offices would be suitable work stations. At the same time, it created an awareness in the community of business department offerings and of the school as a center for supplying needed manpower. Businessmen were given the concept of a "cooperative venture" with school personnel, and they were most receptive to the plan. Beginning in the fall, the teacher set up a schedule of speaking engagements before local service clubs. While not all club members were in a position to hire, they did an excellent job of disseminating the information to their employers and acquaintances.

From that point on, the program grew. Employers learned to call the school concerning vacancies and to hire only recommended persons. When difficulties arose, they had a coordinator to turn to. Students now became aware that their performance was being evaluated and their best was expected. They learned the necessity of good class work and experienced the competition involved in getting and holding a job. Chronic absenteeism was not tolerated either in school or at work.

Along with this, school administrators became aware of the value emanating from the close cooperation between the business department and the community. They began to give greater priority to our general classroom needs and to the program in general. A few gains that were a direct result of the program included the following:

- a. Changeover to all electric typewriters.
- b. Out-of-date data processing equipment replaced by a System 3 installation.
- c. Special bus hired to transport students to IBM.
(Formerly had to find own transportation.)
- d. Coordinator was given only one double-period class;
remainder of day devoted to supervision.

- e. The Board of Education hired students for nearly all principal's offices, major school libraries, and for their own office.

Careful Planning is Essential

Any school contemplating a work experience program should plan carefully before adopting one. An important factor is the choice of a coordinator who can work equally well with students and employers. The coordinator is the public relations agent for the department. Sufficient time must be allowed for the coordinator to do a good job. The strength of the program lies here. In addition, there will be difficulties unless specific rules for program operation are worked out in advance. They should include student, employer, school, and parent responsibilities. Records also must be maintained so the program can be evaluated and improved.

Program Size

Our office skills work experience program has, for the past few years, averaged about 110 students--a majority of the enrollment coming from the 12th grade. There are, however, one or two positions which open up each year around January and draw upon the 10th-year students in the Regents typing class. These positions hold the student for the remainder of his high school career. All business education students in the secretarial, office practice, data processing, and/or bookkeeping sequences are eligible to participate in the program.

Operational Procedures

At the beginning of each academic year, the office skills coordinator arranges with the various business education teachers for time to speak with the individual classes regarding the program. The advantages of participating in the program and the requirements are explained and discussed. Throughout the year, as the coordinator is notified of job openings, the appropriate classroom teachers are told of the positions and necessary qualifications. Interested and qualified students are encouraged to arrange an interview with the coordinator. The coordinator must screen the applicants down to the number that the employer is willing to interview. The coordinator then reviews the techniques of a job interview with the applicants. The employer is given the names of the applicants, and each applicant calls and arranges his interview. The employer may call the coordinator for a brief resume of each applicant. He then selects the employee and notifies all applicants and the coordinator of his decision. The employer and the employee finally sign an agreement.

Periodically the coordinator has a conference with the employer, preferably in person rather than over the phone. Many times she will use the attached rating sheet (Exhibit 1) as a guideline. The coordinator then has a conference with each student and provides a written report to the classroom teacher. If time allows, she will also arrange a conference with the classroom teacher.

Occasionally a student will find a position on his own. Then the coordinator must determine from discussion with the student and the employer if the employer is willing to become a co-op employer.

In January of the academic year, the coordinator talks with junior students, suggests needed improvement in skills, and alerts them to the fact that positions may be opening up by Easter vacation--positions that may continue all summer and through the senior year.

In the spring, the coordinator finds it beneficial to contact service organizations and speak at their luncheon meetings. This seems to bring about a new community awareness of the office skills program as opposed to some of the other co-op programs sponsored by the school system. In the spare time of the coordinator, contacts are made with businessmen and students regarding possible future employment situations.

The classroom teachers aid the coordinator by keeping her informed of excessive class tardiness, absenteeism, and academic standing in the related classwork. If problems arise, the coordinator has conferences with the teacher, student, and guidance personnel in an effort to resolve them before they become more critical.

Much information is channeled back into the individual classrooms by means of class discussions on work experience. In addition, student rating sheets and the written reports sent to the classroom teacher usually provide the background of the office in which the student is employed.

Program Strengths

The teachers at Newburgh feel that co-op work experience is the single best motivating force in the department. For one thing, it keeps teachers abreast of current business trends. They also can ascertain better the performance and the potential of students before they graduate. The students often obtain good part-time jobs which frequently develop into full-time positions after graduation. The wages in many instances have meant the difference between staying in school or dropping out. The students are more mature, more skillful, and have acquired better work habits as a result of the work experience. These are just a few of the many positive results. For Newburgh, we believe the program has been an asset to the students, the school, and the community.

NEWBURGH FREE ACADEMY
COOPERATIVE OFFICE SKILLS PROGRAM

Exhibit 1

STUDENT _____

EMPLOYER _____

ADDRESS _____

Circle your evaluation of the following qualities of the student-learner as shown on the job

PERSONALITY TRAITS	Unsatisfactory	Poor	Average	Good	Superior
Cooperation & teamwork	1	2	3	4	5
Attendance & promptness	1	2	3	4	5
Grooming and appearance	1	2	3	4	5
Trustworthiness & dependability	1	2	3	4	5
Alertness	1	2	3	4	5
Courtesy and tact	1	2	3	4	5
Discreetness (as to talkativeness)	1	2	3	4	5
Favorable attitude toward work	1	2	3	4	5
Persistence	1	2	3	4	5
Self-control	1	2	3	4	5

ABILITY TO LEARN

Follows instructions	1	2	3	4	5
Shows willingness to learn	1	2	3	4	5
Shows initiative	1	2	3	4	5
Organizes work	1	2	3	4	5

QUALITY AND QUANTITY OF WORK

Worker is:

Accurate	1	2	3	4	5
Neat	1	2	3	4	5
Thorough	1	2	3	4	5
Time-conscious	1	2	3	4	5
Proud of work	1	2	3	4	5
Willing to re-do work	1	2	3	4	5

JOB DESCRIPTION: Please describe briefly the exact nature of this position (include the skills needed and any equipment used).

SKILLS: Please check (x) any of the skills (if applicable) in which the student needs to improve for successful performance on the job.

☐ Handwriting	☐ Duplicating	☐ Proofreading
☐ Spelling	☐ Arithmetic	☐ Using the telephone
☐ Filing	☐ English	☐ Keeping records
☐ Taking dictation	☐ Typing	☐ Adding machines and other machines

GENERAL COMMENTS, if any _____

Date _____

Signature and Title of Rater _____

Work Experience at the Rockland Area Occupational Center

Chauncey Bennington, Director
Business Machines Program

The Data Processing Department of Rockland County BOCES instituted on-the-job work experience some 15 years ago. During the intervening period, several steps have been taken to increase the effectiveness of the program including an expanded curriculum, countywide occupational analysis, the initiation and maintenance of employer relationships, and the establishment of standards for selecting students who will participate in the program.

The Program's Inception

In the initial years, curriculum was circumscribed by limited equipment and transportation. That program bears resemblance to the present only in the fact that students visited industry and government for 2 or 3 days, engaging in discussion and some general office routines. School buses were used for transporting students, so businesses were selected which were located on bus routes. The data processing equipment available in the early days was entirely mechanical and consisted of adding machines, accounting machines, bank bookkeeping machines, and key punches. The curriculum was, therefore, limited to elementary applications in the use of this equipment.

The Training Opportunities Today

Contrast this basic machines-oriented program, which was designed to ready students for commitment to a limited number of specific jobs, with today's program, which offers training in some 50 or more avenues of employment.

Much of our present equipment is electronic, including five electronic accounting machines capable of hundreds of words of memory; cassette word processing typewriters; magnetic stripe accounting machines; one 28K disc-type digital computer equipped with visual display terminals and teletype terminals; a card reader and high-speed electronic printer; various electronic calculators; and specialized banking machines. All of the foregoing represents, in part, the additions made to purely mechanical equipment.

Future acquisitions of equipment will be based, as in the past, upon a countywide occupational analysis which informs us of basic job changes and affords liaison with industry and government. This analysis is designed to accommodate both a specific training program and an in-depth, ongoing educational program.

Occupational patterns are changing. Educational curricula must reflect these changes and provide an increased number of entry skills in addition to a systematized knowledge of the tasks and behavioral characteristics which make for successful careers. Our curricula have been designed not only to teach how a given task is performed, but why it is performed. Indeed, even acknowledging our imperfections, we believe that our program provides students with the skills necessary for upward movement or lateral mobility in their occupations.

On-the-Job Training

Originally, communication with prospective employers was the assignment of one person. This is undergoing change because of the physical limitations it imposes on the program. In the future, all teachers in the Data Processing Department will be given time to schedule visitations to industry for the purpose of noting changes in equipment, analyzing methodology, and developing a working relationship with the school.

The selection of students for on-the-job training has always been assigned to the instructional staff. The program is designed for second year data processing students, usually grade 12. Ability, attendance, attitude toward work, and initiative are carefully weighed in approving a candidate. Parental and home-school permission must be granted in writing. The student must have independent transportation and not rely on other persons for travel to and from the job. The student placed in on-the-job training spends a half day at his home school and then reports for work rather than to a BOCES classroom.

In a very real sense, selection for on-the-job training is a reward for excellence. The prospect for appointment is openly sought by students who are looking forward to the world of work and monetary remuneration. While on the job, a continuing evaluation of competency is carried on by the employers themselves and reported to the Data Processing Department. Periodically, the Supervisor of Data Processing or an instructor visits the employer to check on the progress of the student. Employers guarantee a full-time position upon the student's graduation, which is an additional incentive for students to maintain a high standard of performance.

Some employers have been loyal supporters of our program for over a decade. The following paragraphs were recently extracted from a letter received from one of our employers.

"It is about 5 years since I originally came to you in terms of what types of training the BOCES program offered students for the business community in Rockland County. At your suggestion the following spring, the Cooperative Extension Association of Rockland County employed two students under the work study program with the intention of hiring one of them upon graduation to assume a full-time position as business machines operator. The young lady hired at that time is still with us and has graduated into bookkeeping

responsibility for which she received training in your program. She also assists in the machines operations of printing, mailing, and other duplicating services, when necessary.

"As our work load expanded in our new location, I came to you the following spring. At that time you placed two additional young ladies with us in the work study program. We hired one girl who is currently a full-time business machines operator within our organization, running two duplicating machines, folding and inserting equipment, and an automated addressograph printer. A third young lady was hired about a year and a half ago, also following a spring work study program in which you placed two students within our organization. She is the operator of a MT/ST typing station and assists with recordkeeping, minor clerical functions, plate making, and in the machine operations and printing services.

"All three ladies are excellent workers, personality assets within a varied office setting, and what I would have to describe as loyal, dedicated employees. They willingly undertake the new and different, as well as methodically and capably handling the routine. Not only do each of them understand and handle fully their own jobs, but they have a working knowledge of other positions within the office. They can pinch-hit and remain flexible at a time of need, be it caused by vacations, illness, and/or emergency work load.

"I am certain they did not learn everything at BOCES but what they have learned was good, and they have been excellent learners since joining our staff. On the basis of their performance as well as the other students who were on Work Study Programs with us, I have been a very strong advocate of your Business Machines Program to colleagues in other sections of the State as well as businessmen within the community."

The Office Skills Work Experience Program at Kingston High School

George Bigler, Chairman
Business Education Department
Kingston High School

Since the inception of the office skills work experience program in the 1966-67 school year, we at Kingston High School have placed and supervised a total of approximately 900 students. This has been an 11 month program with supervision and coordination continuing during the summer months.

During the 1972-73 school year, 75 students were enrolled in the office skills work experience program. During the summer, we had 71 additional students working for credit.

Students Served

The students served by our program include all who major in a business sequence, with the exception of distributive education and general business majors.

The following majors are accepted for the office skills program:

Accounting (Accounting I, Accounting II, Business Mathematics,
Recordkeeping)
Clerical Practice (Clerical I, Clerical II, Typing R)
Secretarial (Shorthand I, Shorthand and Transcription II,
Secretarial Practice)

We have found it difficult to place general business majors who have not had training in accounting, clerical practice, or shorthand.

Techniques of Locating Jobs

Our main source of job stations at Kingston is through prior contacts made by the field coordinators. We have maintained all of our contacts, and each year these employers request additional students. The size of our program has enabled us to contact almost all potential employers in our area.

The success of a new program depends on the ability to provide adequate work stations. We believe this can be done only through direct contact by a field coordinator. The coordinator must be willing to explain the program to service clubs, large organizations, doctors, lawyers, office managers, and others. It is also very important that parents understand how the program functions.

Techniques for Working with Employers

The employers are the heart of the work experience program. Personal visits on a regular basis are essential to successful work experience for the student.

Adequate records dealing with the program must be maintained by the coordinator and the school. We request that employers complete a time card for each student. From this information, a report is compiled which summarizes hours worked, wages earned, and other details for each student in the program. A copy of the report is provided the board of education, school principal, and to each coordinator. We recommend that the coordinator discuss this report with each businessman during one of his regular visits. This is an excellent way to show the businessman the size and scope of the program. Most of the businessmen enjoy the recognition received and, as a result, are eager to cooperate with the school.

We will dismiss a student early if needed by an employer. In emergency situations, the coordinator can dismiss a student for an entire day. This is done through the use of an early dismissal form. The student can be dismissed only if each subject teacher indicates approval.

It should be noted that our students are given a short classroom schedule, releasing them from school sufficiently early that they can report to work. The early dismissal form, therefore, is used only in emergency situations or when students are sent out for interviews.

Feedback

An advisory committee of businessmen in Kingston are invited to visit the school and to make recommendations for improving the work experience program. On occasion, these employers have also spoken to the students so they will be better aware of what is expected on the job.

We feel it is especially important to have the classroom teacher visit the work stations. In our program, the teacher is also the coordinator. This method of coordination makes classroom feedback automatic, and classroom activities can be directly related to job experience.

The Job Fair

A Job Fair is held each year where business students are released from school to visit and discuss job possibilities with prospective employers. The fair is sponsored by the Kingston Chamber of Commerce with the cooperation of local guidance departments. Our coordinators have found the Job Fair to be a very effective method for locating new job stations as well as a way of obtaining full-time employment for many of our graduates.

- Size
- Three Coordinators
- Administrative/
Guidance Cooperation
- Student Interest
- Former Students
- Available Work
Stations
- Supervision
- Summer Supervision

Summer supervision allows for continuity of the program during the summer months.

17

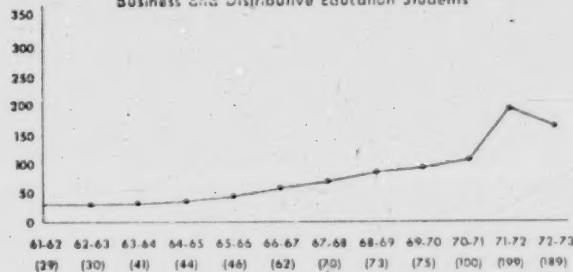
Work Experience Program in the Greece Central School District

Marjorie A. Sullivan
District Coordinator
Cooperative Education Program

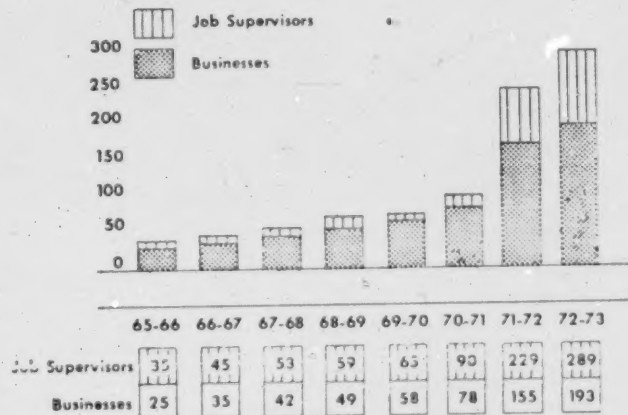
Greece, the largest suburb in Monroe County, has a population of 80,000 people with an employment base of approximately 25,000 people and 1,200 businesses. The Greece Central School District consists of 13 elementary schools, three junior high schools, and three senior high schools with an approximate K-12 enrollment of 13,000 and 9,000 participants in the adult continuing education program.

Olympia, the first of the three high schools, graduated its initial class in 1961, with 29 business and distributive education students enrolled in cooperative education. Cooperative education has grown steadily since its inception to a total of 314 students who successfully completed the program in 1972-73. Of these, 189 were enrolled in cooperative office education.

COOPERATIVE EDUCATION PROGRAM
Business and Distributive Education Students

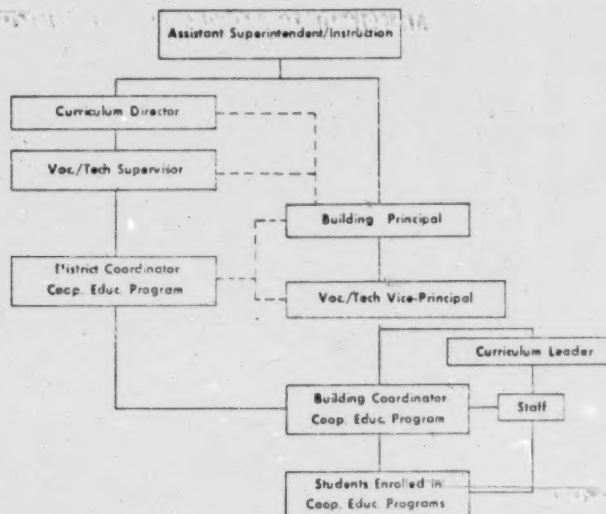


The staff and administration of Greece Central, in cooperation with the supervisory employers, are committed to the goal of assisting students to develop further their skills and attitudes toward work and school. This is to be accomplished through supervised experiences in a realistic work environment. This commitment has grown to include 193 business organizations and 289 supervisors.



Operational Procedure

To facilitate the operation and implementation of the program within the three high schools, Arcadia, Athena, and Olympia, the following organizational pattern is followed:



Weekly meetings of the building coordinators with the district coordinator expedite the management process. The agenda for these meetings includes the exchange of student-employer-job data and delegation of responsibilities for further development of the co-op program. An administrative handbook designed to provide guidelines for operational procedures was a product of these meetings.

The coordinators meet weekly with the co-op students in groups of approximately 20. These weekly sessions, which we call "seminars," provide an open forum for discussion of work-related training and/or general problems. Curriculum supporting these seminars has been developed in behavioral terms.

In addition to the specific skills learned in the classroom, there are many peripheral knowledges a student must develop as part of his/her preparation for a satisfying and rewarding adjustment to the world of work. These qualities have been identified, and it is hoped that students who complete the work experience program will have demonstrated competence in these job-related knowledges and skills. The course outline for the weekly seminars is as follows:

- I. Orientation
- II. Securing a job
 - A. Self inventory

- B. Job evaluation
- C. Preparation of personal data
- D. Job resources

III. Job interview

- A. Preparation
 - 1. Resume
 - 2. Company
 - 3. Appearance
 - 4. Positive attitude
- B. Mock interview

IV. Retaining a job

- A. Attendance
- B. Company rules and regulations
- C. Responsibilities to employer
- D. Acceptance of criticism or approval
- E. Employer's responsibilities to student
- F. Business ethics
- G. Why jobs are lost
- H. Termination

V. Development, advancement, and job enrichment

VI. Income tax preparation

VII. Budget

VIII. Business & industry

IX. Personnel management & labor relations

X. Career planning

An advisory council, representing 13 leaders from the business and industrial community, was appointed late in 1972. This council has assisted by opening new avenues of employment for our students and offering many helpful recommendations.

With the increased participation of both the employers and students, we found it was necessary to maintain a year-round operation. Thus, the coordinators stagger the summer coverage and handle students from the three high schools and the necessary employer calls.

In addition to normal procedures, summer seminars have been held for students at business sites, with some employers in attendance. Employers have been very enthusiastic about these seminars, but difficulties arose with student transportation, timing, vacations, and work itself. This past year, summer sessions were held with just employers in various geographic areas. These meetings proved very gratifying for they provided opportunities for interchange with the job supervisors. Attendance ranged from 20 to 50 job supervisors.

To expand and refine our program, the Greece business community has been assigned geographically to each coordinator for development and follow-through with training sponsors. This avoids duplication of time and effort for both coordinators and employers and provides an opportunity for coordinators to develop a stable rapport with job supervisors. The most effective method is personal contact and repeated calls on prospective training sponsors. The coordinators must be able to instill confidence and professional acumen in their dealings with the business community.

A Training Agreement

A training agreement with 25 percent of our employers has been introduced this year in an effort to enhance the bond between the job station and the classroom. Benefits derived should provide a better understanding of students on the job. The training agreement should also help to keep home school personnel abreast of modern technological changes in today's marketplace and thus keep curriculum current. An added feature of the training agreement is the assistance the coordinators may offer employers in improving instruction at the job site.

Student Evaluation

Student evaluation consists of a two-fold input from the training supervisor and coordinator to determine the student's quarterly and final grade. Program evaluation is accomplished through an annual appraisal of the effectiveness of the organizational plan and implementation procedures, appraisal of seminar and individual student conferences, staff evaluation, feedback from employers, student reactions, and an annual report.

Planning for the Future

As to the future, greater emphasis will be placed upon the feedback to the classroom teacher and guidance counselor, with utilization of staff in more phases of the program. Another developmental step involves a slide presentation for use with students and business representatives which will be descriptive of the program.

The expertise represented by the Advisory Council has not been tapped to its full potential up to this time. An outline for their further involvement is being prepared.

The success we have encountered has resulted from the joint efforts of the training sponsors--their willingness to spend their own and their company's time to work with our young people--and the realization by the school administration and staff that this facet of education requires coordination and patience to develop into a smoothly operating unit. Each individual concerned has unique talents to be uncovered and utilized. There is a possibility that economic conditions may dampen businesses' sharing, but the economic forecast for the Metropolitan Rochester area is maintaining its optimistic outlook. Cooperative education by its very name involves two agencies working together, and we plan to continue to refine the Greece Cooperative Education Program to best serve our students and the community.

Office Skills Cooperative Work Program

Patchogue-Medford High School

Raymond Kennedy, Chairman
Patricia Bindrim, Teacher
Department of Business Education

The business education department of Patchogue-Medford High School provides a one-year and a two-year cooperative office skills work experience program to students enrolled in office skills subjects-- Office Practice I and II, Shorthand I and Advanced Typewriting and Transcription, Shorthand II-Secretarial Practice, Senior Intensive Secretarial Practice, and Bookkeeping and Accounting I and II.

Aims and Objectives

The aims and objectives of the office skills cooperative work program are:

1. To provide students with an opportunity to apply classroom acquired skills in a lifelike situation, thereby creating an atmosphere of realism to the classroom situation and providing motivation for the acquisition of additional skills or an improvement in previously developed skills.
2. To develop a rapport between the school and the business community through the activities of both the cooperative work program students and the coordinator.
3. To create an attitude of responsibility in the students toward their job duties, school and classroom activities, and in the handling of their personal income earned on the job.

Coordinator's Goals

The success of a cooperative work program is dependent upon the leadership, enthusiasm, and goals of the coordinator. The coordinator's goals are:

1. To create an awareness in the business community of the advantages of working cooperatively with the school in providing job training for office skills trainees.
2. To acquaint the parents and the general public with the program, its objectives and services.
3. To provide, through contacts with local businessmen, appropriate job training stations for potential trainees.

4. To place students in training stations after a careful investigation of the correlation of students' previous and present skill qualifications and personality traits with the skills and personality traits required of the trainees in the job stations in which the placements are to be made.

5. To compare classroom training techniques and results attained with the demand made by the employer both as to knowledge and skills required in the job station.

6. To check each student's progress at the job training station by means of a periodic visit to the station (at the conclusion of each 10-week school marking period) followed by a personal conference with the employer or supervisor.

7. To evaluate the student's personal satisfaction or dissatisfaction with the job station by means of a personal conference with the trainee at intervals throughout the employment period.

8. To conduct a weekly job seminar for all cooperative work program students (attendance is compulsory for credit) for the purpose of discussing job problems and for providing remedial instruction or advice if so required.

9. To conduct an annual followup study of past graduates of the cooperative work program to determine the thrust and impact of the program.

10. To become a member of the local chapter of the Chamber of Commerce or of a businessmen's service club (Rotary, Kiwanis, Lions) for the purpose of establishing business contacts, engaging in service club projects involving student participation, and maintaining a constant awareness of the cooperative work program.

11. To formulate arrangements for providing publicity for the program (newspaper, radio, newsletter).

12. To secure speakers from within and outside of the business community to speak at classes, job seminars, and meetings of the Future Business Leaders of America.

13. To secure an advisory committee of local businessmen.

14. To perform as advisor of the Future Business Leaders of America club.

15. To conduct an employer-trainee banquet at the conclusion of the school year.

16. To develop and maintain a good working relationship with the vocational guidance counselor and the guidance department.

17. To conduct a federal civil service training and testing program to provide office skills cooperative work program students with an opportunity for government employment.

Coordinator's Orientation Activities

Prior to student selection of courses and scheduling by the guidance counsellors for the following school year, the office skills coordinator visits the classes (Office Practice I, Typewriting I, Shorthand I and Advanced Typewriting, and Bookkeeping I) from which future office skills work program students may be drawn. The coordinator uses this opportunity to explain the program: its purposes, required hours of employment, Regents credit granted, and the job seminar requirement and responsibility.

The office skills coordinator is employed for 1 week at the conclusion of the summer vacation period prior to the opening of school to facilitate trainee job placement. During this period, the coordinator contacts by telephone and by personal conference all students scheduled for the work program to obtain the personal data necessary for the program. The personal data includes: trainee's name, address, telephone number, homeroom number, present job station, necessary program schedule change for early release, type of employment preference, and interview information.

Techniques for Working with Cooperating Employers

The coordinator's periodic visitations to trainee job stations provides the coordinator with an opportunity for discovering means of cooperating with the employer. The purposes of the coordinator's visitations are to:

- o obtain employer evaluation of student performance on the job.
- o observe the quality of student performance on the job.
- o obtain a better understanding of the requirements of the job and the functions performed for future counseling and placement purposes.
- o discuss with the employer possible classroom techniques that might be used to improve the training for a specific job.
- o solicit employer suggestions for the correlation of classroom instruction with actual job requirements.
- o offer assistance in on-the-job training if such assistance would be of benefit to the trainee and employer.
- o become familiar with organizational policies of each cooperating employer as an aid in the counseling of trainees.
- o obtain additional work stations from present cooperating employers.

- o encourage the cooperating employer to permit the trainee to work through a progression of clerical duties rather than be engaged in the production output of a single clerical function.
- o emphasize to the employer the school's interest in the trainee's progress and success on the job and in providing the employer with a future source of trained workers.
- o verify hours employed and wages earned as reported by the trainee, and to insure compliance of the cooperating employer with New York State labor laws concerning the employment of minors.

Techniques for Obtaining Work Program Feedback

Feedback as to the effectiveness or weaknesses of the cooperative work program is obtainable from the following sources:

- o Information obtained from cooperating employer upon making visitations to job stations
- o Trainee's reaction to the job obtained during classroom discussions and at job seminar sessions
- o General information and feedback from businessmen at public meetings

Program Design

Job seminars are held on a rotation basis within the trainee's scheduled program and conducted once weekly (the job seminar is built into the trainee's schedule as a regular subject area). Job seminar topics include:

Trainee Responsibilities: An explanation of time sheets; weekly job seminar sessions; employment contract; time and earnings envelope; project assignments; course credit; required hours of employment; school responsibilities; working papers.

Office Vocabulary: A study and discussion of vocabulary encountered in various types of businesses-- law offices, banks, real estate and insurance offices, retail organizations, manufacturing plants, etc.

Types of Clerical Jobs: A discussion of the duties and functions of a general clerk, clerk-typist, receptionist, stenographer, secretary, legal secretary, medical secretary, key punch operator, transcriber, and duplicating clerk.

Payroll and Deductions: An explanation of gross pay, net pay, and deductions--federal and state withholding taxes, social security tax, savings plans, retirement plans, New York State disability tax, union dues, medical insurance, life insurance.

On-the-job Personality Traits:	Discussions of the need for and the development of personality traits: initiative, punctuality, loyalty, reliability, dependability, honesty, etc.
Personal Data Sheet:	Required information, proper format, references, outside activities.
Letter of Application:	Required information, proper style.
Job Interview:	Preparation for interview; the interview--purpose, topics discussed, appearance, personality, knowledge, skills, attitude, conduct, interest; conclusion; followup.
Office Reference Manuals:	Stenographer's, style; postal information
Speakers from Business:	Suggested topics: job opportunities in local area; interview procedures; dress and appearance; attitudes and personality traits; job responsibilities; career and job requirements; social security law; civil service, etc.
Income Tax Workshop:	Students are given instruction on procedures to follow in completing state and federal income tax forms. Students complete their personal income tax forms under the supervision of the teacher.
Career Planning: (Term Paper)	Term paper on investigating a career of the student's choice; emphasis on the educational requirements.

Forms used to implement the program include the following:

- a. Trainee's contract
- b. Early release card
- c. Job seminar pass
- d. Monthly time sheet
- e. Envelope record for filing trainee contract and monthly time sheets. Monthly payroll record for recording hours employed and wages earned is provided on envelope cover.
- f. Permanent record card for recording monthly and total hours employed, monthly and total wages earned and credit given.
- g. Trainee's report card (completed by employer on trainee's performance)

Followup Survey of Graduate Work Experience Trainees

The office skills students (present job trainees), under the direction of the office skills coordinator, conduct a yearly followup study of graduate trainees to determine the effectiveness of the work program. A summary of the results of last year's survey is given below:

	<u>Percent</u>
Responding to questionnaire - - - - -	92
Employed in job trained for - - - - -	77
Unemployed - - - - -	6
Employed outside area of training - - -	0
Attending educational institutions - -	17
Member of Armed Forces - - - - -	<u>0</u>
	100

Administrative Reports

a. A written monthly report is filed with the principal and the department chairman indicating the job stations visited, the supervisors interviewed, the trainees observed, and supervisors' suggestions and remarks concerning trainees' progress.

b. An End-of-the Year Report is submitted to the principal and the department chairman showing:

- (1) Number of students enrolled in office skills subjects
- (2) Number of students in each skill subject area who participated in the work program
- (3) Number of trainees receiving Regents credit for work experience
 - (a) 300 hours--1 unit of Regents credit
 - (b) 150 hours-- $\frac{1}{2}$ unit of Regents credit
- (4) Total number of hours of employment of all participating trainees
- (5) Total wages earned by all participating trainees

c. Individual permanent record cards are maintained for each trainee showing:

- (1) Job station
- (2) Job supervisor or manager
- (3) Monthly and total number of hours worked during employment period
- (4) Monthly and total amount of wages earned during the employment period
- (5) Unit of Regents credit given

Advisory Committee

A committee composed of three to five businessmen is formulated at the beginning of each school year for the purpose of advisement as to the:

- (1) Adjustment and revision of present curriculum offerings to meet more effectively the local need or demand
- (2) Spearheading of publicity activities to increase public awareness of the program
- (3) Promotion of student interest and participation in community projects sponsored by the various businessmen's service clubs

Evaluation Activities

A job performance evaluation is given by the employer to the trainee for each quarterly marking period of the school year. The employer's evaluation and grade is combined on an equal basis with the coordinator's evaluation and grade (based on the trainee's cooperation, attitude toward school responsibilities, attendance at job seminars, and the completion of assigned job seminar jobs).

The employer's evaluation is based on a rating scale ranging from excellent to poor (1-5) based on the following traits and skills:

- | | |
|-----------------|------------------------------------|
| (1) Courtesy | (5) Punctuality |
| (2) Cooperation | (6) Ability to follow instructions |
| (3) Initiative | (7) Job performance |
| (4) Appearance | |

Program Strengths

We believe the following are among the major strengths of our program:

a. The topics discussed in the job seminar and the classroom skill development become realistic and relevant due to the trainee's daily encounter on the job showing the need for such knowledge and skill.

b. The trainee becomes acquainted with a variety of the job opportunities available in the community and is able to make a more satisfactory vocational selection.

c. The trainee develops an attitude of responsibility toward the performance of job and classroom duties.

d. The trainee attains a mature outlook toward both personal and classroom responsibilities.

Northport High School in Cooperation with the Veterans Administration Hospital

Julian Milkes, Chairman
Business Education Department
Northport High School

With the advent of the 1973-74 school year, a new addition to the Northport High School Cooperative Work Experience Program was implemented. Through the efforts of Michael Campbell, a teacher/work coordinator in Northport's business education department, the Northport Veteran's Administration Hospital agreed to participate as a training station within the framework of the high school's work experience programs. Although the federal government's expenditures to the Veterans Hospital were not increased, Dr. S. La Cerva, the hospital director, and Dan Bisgrove, Deputy Chief of Personnel Services, drew up a formal agreement with the Northport-East Northport School District. In essence, the plan is to employ three students for a period of 300 hours and then allow additional students to enter into employment for the same amount of time. The total number of students to be involved this year will be nine, with a total of 2700 hours worked. The salary paid to each student-trainee will be equivalent to Step 1 of the GS pay scale--\$2.41 per hour. The students will also be part of the Office Practice Work Program and perform such office skills as transcription, shorthand, and typing.

After careful screening and consideration by various members of the business department, three young ladies were selected. All are members of the Secretarial and Office Laboratory classes held in the morning of each school day. Two of the young ladies work within the Personnel Division of the hospital, responsible primarily to the Deputy Chief. The other young lady is currently handling the updating operations in the Medical Records Department. The girls are all seniors and are not new faces to the business department. All have shown competence in the classroom as well as through on-the-job evaluations. For two of the girls, this is their second year in the Cooperative Work Program--both earning credits last year for classroom and job activities.

The work of the coordinator has been a relatively happy one as far as the VA is concerned. Basically this is because of the expression of positivism by all involved. The girls, needless to say, are very happy. Their only note of sadness is the fact that three new girls will be replacing them in the near future. All the girls claim success with Northport's work programs. As one student exclaimed, "Not only do we get experience and credit toward graduation, but the fact that I'm earning money is a great feeling."

All the girls enjoy their jobs, and it is a pleasure to recollect some of their first impressions. One girl made the following comments:

"My first impression of the job was great. All the people I met were nice, and the entire hospital provided a beautiful atmosphere." Another student said, "My first day at the hospital proved many challenges would await me in the future. I was assigned the front reception desk, and I never thought I would remember everything. Now I can work the desk on my own and feel confident that I know what I'm doing."

The personnel at the Veterans Administration Hospital have been extremely helpful and courteous to these young ladies. Here are some of the comments from members of the Personnel Department at the hospital:

- "The eagerness and extremely cooperative attitudes of these students has provided a fresh outlook to the task we are all assigned to accomplish. It has given us a great deal of satisfaction to be able to instruct them in basic office procedures. We hope that this experience has in some way contributed to their future career development."
- "I've had one high school student assigned to work with me, and the vitality, enthusiasm, and verve she has brought to our operation has enhanced our productivity and engendered a youthful exuberance that is most infectious to our staff."
- "During the past few weeks the three girls from Northport High School have done much to assist Personnel in operating more smoothly. Without exception, they have been cooperative, eager to learn, and quite congenial. Their presence has provided all of us with the opportunity to witness a fresh approach in dealing with people. Realizing that they enjoy working here (which is rather obvious) has, I think, given all of us a little morale boost."

Comments such as the above prove that cooperative work study is a most beneficial aspect of any business department. There is a place and a need in all business departments for the existence of work study programs. Northport takes great pride in its cooperative work experience programs which have a total student enrollment at this time of 122 students.

The VA hospital training station is a small but important part of the work study program. With such an innovative staff, and the participation of students and community, Northport will continue to grow in the area of cooperative work study programs. But of one thing we can be sure: The experience and goodwill displayed are being shared by all involved in the Northport-VA Hospital cooperative efforts.

The Training Agreement and Training Plan

Hobart H. Conover, Chief
Bureau of Business Education

When an employer agrees to participate in the cooperative work experience program, a (1) training agreement and (2) training plan should be developed for each student by the teacher coordinator and employer. The training agreement should outline the responsibilities of each person involved in the operation of the plan. The training plan should indicate the competencies to be developed and where the student will receive instruction for their development.

The Training Memorandum of Agreement

The training memorandum of agreement prevents misunderstandings about the program policies and procedures. Furthermore, it serves to clarify the specific responsibilities of the student, training sponsor, teacher coordinator, and school. (See Illustration 1) The following details should be included in a training agreement:

- Name, date of birth, address, and home telephone number of the student
- Name and telephone number of the school
- Company name, address, and telephone number of the training station
- Name and position of training station supervisor
- Beginning and (possibly) anticipated ending dates of the training period
- Hours the student will work each day (or each week)
- Rate of pay the student is to receive
- Responsibilities of the student, parent, training supervisor, and teacher coordinator
- Signature of the student, parent, training sponsor, and teacher coordinator
- Effective date of the agreement

The Training Plan

A training plan should be developed for each student. It is a valuable guide to the teacher coordinator in determining what types of instruction the student will receive at the training station and in the classroom. The plan should be developed jointly by the teacher-coordinator and training sponsor and provide a general guide to the competencies to be developed by the student for success in his chosen occupational field or cluster.

Ideally, the plan should be developed before the student actually begins work. If this does not appear feasible, it should be completed as soon as possible after the student is placed at the training station.

Illustration 2 on page 35 provides the types of information that might be included in a typical training plan. Following the training plan, a student progress report form is presented (Illustration 3) which illustrates several of the factors about which a coordinator should be concerned upon his periodic visits to each student work station. The training agreement, training plan, and progress reports should be part of the folder maintained for each student participant in the cooperative program.

XYZ School District
Business and Office Education
Training Memorandum of Agreement

1. Name of Trainee _____
 Home Address _____

 Date of Birth _____ Home Telephone _____
2. Name of School _____
 School Address _____

 Name of Program Coordinator _____
 Telephone Number _____
3. Name of Participating Employer _____
 Address of Work Station _____

 Telephone Number of Work Station _____
 Name of Training Station Supervisor _____

The purpose of this memorandum is to set forth a plan for training the student who is interested in receiving correlated classroom and job instruction in office education. The plan to be attached to this agreement is designed to organize this training so that maximum learning and efficiency may be achieved by the student. The attached training plan has been developed jointly by the employer and the coordinator.

The student trainee agrees to work and study diligently both when receiving business experience and when attending school. The student also agrees to take advantage of every opportunity to improve in efficiency, knowledge, and human relations in order to attain maximum competence in his chosen field of employment.

The student trainee will work a minimum of _____ hours per week on the following basis _____
(Describe hours to be worked each day and week)

It is understood that the trainee will observe the same regulations which apply to other employees employed by the cooperating employer.

The cooperating employer agrees to assist the school in providing the student well-rounded training by assigning the trainee to several phases of work experience during the training period. A training supervisor, usually a department head, may be assigned to direct the student's on-the-job training and to evaluate periodically his work performance.

In addition to providing practical instruction and experience, the employer agrees to pay the student according to the following plan:

1. The beginning wage will be \$_____ per hour.
2. A wage adjustment based upon the abilities of the student may later be made depending upon the student's job performance.

The coordinator will assist the employer in carrying out the continuous training of the student and visit the student periodically to determine additional areas of instruction that the student should be provided in his correlated school instruction. The coordinator has explained the benefits of the program to the parents or guardian of the student and has secured their permission for the student to participate in this cooperative instructional program.

The training period will begin on _____ 19____
and extend throughout the scholastic year ending _____ 19____
It may be terminated, however, prior to the scheduled end of the scholastic year for just cause by any person named in the memorandum, with the understanding that due notice will be given all interested parties.

Signatures:

(Student-learner)

(Employer)

(Parent or Guardian)

(Teacher-Coordinator)

Date

XYZ School District
Cooperative Office Education Program

TRAINING PLAN

Date _____

Student Name _____ Date of Birth _____
 Home Address _____
 Work Station _____ Telephone Number _____
 Address _____
 Training Supervisor (Name and Position) _____

 Beginning Date of Employment _____ Ending Date _____
 Student's Career Objective: _____
 Hours of Employment _____
 Job Title: _____

Description of Work Station Tasks

Areas of Experience and Training

Typewriting

The student will:

- o Develop proficiency on the electric typewriter
- o Type letters, memorandums, and other business papers
- o Make multiple carbons
- o Correct and type from rough draft
- o Proofread for accuracy
- o Type listings of real estate rentals and sales
- o Type rent due notices to tenants
- o Type offset masters
- o Maintain work station

Classroom
Instruction

Work
Station
Instruction

X	X
X	X
X	X
X	X
X	X
_____	X
_____	X
X	X
_____	X

Filing

The student will:

- o File alphabetically
- o Prepare file folders
- o Become familiar with office files
- o Retrieve materials from files

Classroom Instruction

Work Station Instruction

X

X
X
X
X

Operating Office Machines

The student will:

- o Develop basic skills on adding/listing machines
- o Develop basic skills on calculator(s)
- o Develop basic skills on the voicewriter
- o Develop proficiency through use of the following adding, calculating, and voicewriting machines

X
X
X

X
X
X
X

Copying and Duplicating Machines

The student will:

- o Develop basic skills on copying machines
- o Develop basic skills on the spirit duplicator
- o Develop basic skills on the stencil duplicator
- o Develop basic skills on the offset duplicator
- o Develop proficiency on the following copying and duplicating machines

X
X
X
X

X
X
X
X

Using the Telephone

The student will:

- o Develop basic telephone usage skill
- o Learn voice projection
- o Take and record messages
- o Learn the use of a telephone switchboard
- o Learn procedures for placing long distance calls

X
X
X
X
X

Telephone continued

- o Develop proficiency in the following telephone usage skills:

Classroom
Instruction

Work
Station
Instruction

X
X
X
X

Recordkeeping

The student will:

- o Learn the fundamentals of recordkeeping
o Maintain basic records
o Handle company accounts payable and accounts receivable transactions from customers
o Handle money and record payments from customers

X

X

X

Handling Mail

The student will:

- o Learn the routine of mail handling
o Date, sort, and distribute mail
o Prepare mail for sending, using postal rates for various classes

X

X

X
X

Shorthand

The student will:

- o Have developed a shorthand dictation competency at _____ wpm
o Take message in shorthand over the telephone to be transcribed
o Have opportunities for letter or memorandum dictation

X

X
X

Personal Relations

Classroom
Instruction

Work
Station
Instruction

The student will:

- o Have opportunities for developing poise
in the meeting of office callers
- o Become more sensitive to the need for
good human relations with fellow workers
- o Become more discerning in personal
grooming and dress
- o Develop attitude of
"A day's work for a day's pay"

X

X

X

X

X

X

X

XYZ School District
Cooperative Office Skills
Work Experience Program

STUDENT WORK STATION PROGRESS REPORT

Student _____

Work Station _____

Period Covered _____

TO THE EMPLOYER: Please place one check mark opposite the phrase in each category that best describes the student learner (above) in his work with your organization

Ability to Follow Instructions

- _____ Uses initiative in interpreting and following instructions
- _____ Usually follows instructions with a minimum of difficulty
- _____ Follows instructions with some difficulty
- _____ Requires considerable assistance

Appearance

- _____ Exceptionally neat and appropriately dressed
- _____ Neat and appropriately dressed
- _____ Sometimes neglectful of appearance and dress

Work Attitudes

- _____ Takes a keen interest in the training and opportunities to learn
- _____ Shows interest in the training and has a desire to learn
- _____ Has moderate interest in the training
- _____ Shows little interest or enthusiasm for the training

Attendance and Punctuality

- _____ Never absent or late without cause
- _____ Seldom absent or late without cause
- _____ Occasionally absent or late
- _____ Frequently absent or late

Cooperation

- _____ Unusually cooperative
- _____ Usually cooperates cheerfully
- _____ Cooperates willingly when asked
- _____ Cooperates reluctantly

Dependability

- _____ Completes all assigned tasks without supervision
- _____ Completes all assigned tasks with minimal supervision
- _____ Completes all assigned tasks under careful supervision
- _____ Sometimes fails to complete tasks even under careful supervision

Expense Awareness

- _____ Extremely careful in the use of materials and equipment
- _____ Uses good judgment in the use of materials and equipment
- _____ Takes average care in the use of materials and equipment
- _____ Careless in the use of materials and equipment

Customer Relations

- _____ Extremely tactful in all dealings with customers
- _____ Usually poised, courteous and tactful with customers
- _____ Tries to please customers
- _____ Sometimes lacks poise and seems indifferent to customers

Job Skills

- _____ Has all of the skills and related information essential to the job
- _____ Has an above average command of the essential skills and related information
- _____ Has an acceptable command of the essential skills and related information
- _____ Lacks essential skills and related information

Quality of Work

- _____ Displays aptitude for neat, accurate work exceeding the requirements
- _____ Does more than required amount of neat, accurate work
- _____ Does normal amount of acceptable work
- _____ Quality of work is frequently unacceptable

Work Station

- _____ Keeps work station exceptionally neat and well organized
- _____ Takes pride in appearance and arrangement of work areas
- _____ Follows good housekeeping rules
- _____ Allows work area to become disorganized and untidy

Overall Evaluation of Student

_____ Outstanding
_____ Above average
_____ Average
_____ Below Average
_____ Poor

Date _____

Signature of Training Supervisor

Please add any additional comments you may wish to make on the back of this report.

Date _____

Signature of Teacher-Coordinator

Employment Regulations

Edited by
James Whitney, Counsel
State Education Department
Office of Counsel and
Daniel Daly, Assistant Director
State Labor Department
Division of Labor Statistics

Business students gaining practical experience in approved offices should be paid the prevailing wage for employees doing the same type of work.

State minimum wage orders apply to some other areas of employment. When questions arise concerning the minimum wage in these areas, the school authorities should seek the advice of the representative of the nearest office of the New York State Department of Labor. These offices are located at:

Albany	State Campus
Binghamton	44 Hawley Street
Buffalo	65 Court Street
Hempstead	175 Fulton Avenue
New York City	80 Centre Street
Rochester	155 Main Street, West
Syracuse	333 East Washington Street
Utica	207 Genesee Street
White Plains	30 Glenn Street

When questions arise concerning the Federal minimum wage, school authorities should seek the advice of the representative of the United States Department of Labor. These offices are located at:

Albany	41 State Street
Brooklyn	271 Cadman Plaza, West
Buffalo	617 Fed. Bldg. 111 W. Huron Street
New York City	1515 Broadway
Rochester	Fitzhugh & Church Street
Syracuse	321 Erie Blvd., West

STUDENT WORKING HOURS IN THE GENERAL BUSINESS TRADE

<u>School in Session</u>	<u>Boys & Girls 14 & 15</u>	<u>Boys & Girls 16 (If in School)</u>	<u>Boys & Girls Age 17</u>	<u>Boys & Girls Age 18</u>
Hours Per Day	4***	4	8**	No
Hours Per Week	28***	28	48	Restrictions
Prohibited Hours	7 PM - 7 AM	12-Midnight - 6 AM	12 Mid. - 6 AM	

**For the purpose of making one or more shorter work days or a holiday in the week, they may be employed up to 10 hours on any one day in the week and 9 hours on any of 4 other days, but not in excess of 48 hours in the week.

***Federal legislation limits the work of children 14 and 15 years old in firms engaged in interstate commerce to a maximum 3-hour day and 18-hour week when school is in session. New York State Legislation permits minors 14 and 15 years of age to work 4 hours on school days and 28 hours per week when the minors are enrolled in a Work Study Program.

LEGAL REQUIREMENTS

The teacher-coordinator should become familiar with the following information concerning employment and training.

Employment Certificates

There are four types of employment certificates associated with the cooperative work experience program.

1. The Non-Factory Employment Certificate issued to boys and girls ages 14 and 15.
2. The Student General Employment Certificate issued to boys and girls ages 16 and 17 who are still in school.
3. The Full-Time Employment Certificate issued to boys and girls ages 16 and 17 who are out of school.
4. A Farm Work Permit issued to minors 12 to 16 years of age.

Section 3217 of the Education Law sets forth the procedure for obtaining an employment certificate. A minor must submit: evidence of age, consent of parent or guardian, certificate of physical fitness, and a school record if the application is for a full-time employment certificate.

If this is a city or school district which, per section 3205 (3) of the Education Law, requires school attendance of minors from 16 to 17 years of age, the minor must also submit: pledge of employment, and a school record.

The certificates are issued to the student to cover any acceptable job.* When the student secures employment in conjunction with the Cooperative Work Experience Program, he is to submit the certificate to the employer who keeps it for the duration of employment except in the case of a Farm Work Permit which is retained by the minor. It is the student's responsibility to take the certificate back from the employer when he terminates employment. The student cannot legally work prior to obtaining a completed certificate.

A certificate is valid for 2 years or when the student enters the next age group which requires a different type certificate. The certificate may be revoked at any time by the superintendent of schools for just cause.

Social Security

Students who do not have an account number should obtain a social security number as soon as possible. Social security provides the covered worker, his dependents, and survivors with benefits equivalent to a partial replacement of his earnings as a result of the employee's retirement at or after 65 (62 with reduced benefits), or because of death prior to his retirement.

Most workers are entitled to benefits under the provisions of the Social Security Act. Among those not covered at present are certain professional people, some government employees, and employees of certain nonprofit organizations. The Social Security Act does not provide coverage for children employed by either parent.

The nearest social security field office will supply additional information and will provide a form to be used in requesting a statement of the account. The record of employee contributions should be checked for accuracy at least every 3 years since there is a limit to the period in which corrections or adjustments can be made.

The teacher-coordinator does not have to wait until a social security number is assigned before starting the student in the work experience program if student and employer do not object.

-
- * Certificate #1. "not for work in a factory workroom or for work involving use of dangerous materials or chemical processes."
Certificate #2. "not valid for hazardous employment such as operating certain powerdriven machines, construction work, or for work as a helper on a motor vehicle."
Certificate #3. Same as "2".
based on New York State Department of Labor Laws Governing Employment of Minors

Minimum Wage Standards

The minimum wage for general office occupations, except in an office on the farm of the employer, is \$1.85 per hour. For office work on the farm, it is \$1.50 per hour. A Youth Rate Certificate may be obtained authorizing employment of minors under 18 years of age at 30¢ per hour less than the minimum wage. No more than two such youths on any day or more than 10 percent of the total work force, whichever is greater, may be paid at the youth rate. The Youth Rate Certificate for minors under 18 who work on a farm authorizes payment of 25¢ per hour less than the minimum wage for farm workers, and there is no limitation as to the number of minors who can be paid that rate. Federal law limits the reduction to \$1.60 per hour for businesses engaged in interstate commerce.

The retail trade has the same minimum wage standards with the following additional provisions:

1. An employee must be paid for at least 4 hours per day, EXCEPT students attending full-time school on days of required attendance and one employee in the establishment.
2. An employee who works more than 30 hours but not more than 35 hours in any 1 calendar week must be paid for 35 hours at the minimum wage rate.
3. An employee shall be paid for 1 additional hour for any day in which (a) the spread of hours is more than 10, or (b) in which there is a split shift. (Except students attending full-time school on any day when hours of school attendance intervene between work shifts.)

The New York State Department of Labor, State Campus, Albany, New York, has available an abstract of laws governing the employment of minors and copies of the minimum wage orders that apply to employment in various industries, which are available without charge.

When these students are employed during school hours, they are under the supervision of the school. Section 185-a (Repealed L1963, c783) of the State Labor Law relating to the employment of minors outside of school hours does not apply to cooperative office education students when employed during school hours. This agreement between the two departments is made to facilitate the development of cooperative office education classes. It applies only to students who are enrolled in cooperative classes.

Unemployment Insurance

"Students are not generally eligible for unemployment insurance benefits since they are not available for full-time employment. A student is not covered under the law if: (1) he is in regular attendance during the daytime in an elementary or secondary school for any

work he does during the school year or vacation periods; (2) he is under 22 years old working in a post-high school work study program conducted by a recognized educational institution. More information on eligibility for these benefits may be obtained from the nearest State unemployment insurance office."

Workmen's Compensation

Workmen's Compensation provides payment for necessary medical care and benefits to an employee disabled by injury or illness caused by his work. It is based on the principle that an employer is responsible for physical disability that befalls any of his employees because of working conditions or the work assigned to him. A worker should not be penalized further by loss of wages, but that some provision for reasonable payment must be made by the employer and counted as a rightful part of his production costs.

Students should not be placed on a job where the employer does not carry Workmen's Compensation. Railroad workers, federal government employees, and workers of other groups that have their own compensation programs are not eligible for Workmen's Compensation. Farm employers who had a cash payroll of \$1,200 or more in the prior year are required to carry Workmen's Compensation Insurance. Farm employees who work for a farm employer who had a cash payroll of less than \$1,200 in the prior year are not covered unless the employer elects to come under the law. The worker pays nothing toward Workmen's Compensation. The employer subject to the Workmen's Compensation Law must carry such insurance and pay the premiums to a private insurance company or the State Insurance Fund.

In case of injury, the worker should get immediate medical or surgical treatment for injuries or illness incurred on the job. The employee must notify the employer of accidental injury within 30 days and of disability due to occupational disease within 90 days after knowledge of the disability. Benefit payments are received in proportion to the extent of the injury or illness, time lost, and the average wage. Payments are computed on the basis of wages in preceding 52 weeks. There is no waiting period before eligibility is established for wage compensation payments. If a permanent disability results, rehabilitation training is provided in preparation for other work. In case of death from occupational causes, the family or dependents receive compensation.

An employer is liable for all injuries to an employee unless the injury is the result of a willful attempt on the part of the employee to injure himself or another employee, or if the injury is due solely to intoxication. Double compensation benefits must be paid for those under 18 years of age if the employer is in violation of the Labor Law or of an Industrial Code Rule. For further information contact the local Workmen's Compensation Board office.

Disability Insurance

Secondary school students are not eligible for disability benefits and should not be required to pay toward any benefits. Elementary, junior high, and high school students who attend school and work after school or on vacations are not covered.